

Bella Lost Her Moo

Genre: rhyming narrative

Text Supports:

- repeated text pattern
- supportive illustrations
- rhyming words

High-frequency Words: is, a, likes, to, play, she, her, and, sees, are, you, the, he, no, can, I, my, cat, on, go

Phonics: double letters, rhyming words

Learning Outcomes

The children will:

- recognise a question and a statement
- recognise rhyming words
- recognise the use of double letters in words
- recognise punctuation (speech marks, apostrophes for contractions)
- recognise descriptive words.



Shared Reading Focus

DAY 1

Preparation for Reading

~ Examine the book as a whole. Discuss book features—the cover, title, author, illustrator, illustrations. Ask the children whether they think this is a story or a book that will give us information (fiction or non-fiction).

What makes them think this?

~ Invite the children to predict the content from the cover, title and illustrations.

Make a note of their predictions to check later.

Reading the Text

~ Read the book to the children while they follow, indicating the sequence of the text.

~ Discuss the story. Ask the children to retell the story.

~ Discuss the way in which the story fits a narrative structure (a beginning, a conflict or complication, and a resolution) even though it is like a poem. The scene is set by the illustrations showing Bella in the farmyard mooing to her friends, the complication comes when Bella cannot moo, the resolution when Bella finds that she hasn't lost her moo but had a sore throat.

~ Check the children's predictions. Discuss likenesses and differences.

Visual Literacy

~ Have the children look at the speech bubbles

and read them together.

Discuss how they add to the story.

~ Discuss how the illustrations show the different emotions of Bella as the story progresses.

Studying Language

Discuss one language feature. For this first session focus on words that have double letters.

Ask the children to reread the text and locate the words that have double letters: happy, calls, sunny, greets, sees, merry, moo, good, hello, Bella, we'll, really, looking, worry, spoon, add, fill. List the words under headings: pp, ll, nn, ee, rr, oo, dd.

Independent Work

Use **BLM 11** to consolidate the children's knowledge of double letters.

DAY 2

Reading the Text

~ Read the text inviting the children to read along.

~ Have some sentence strips or phrase strips available for the children to match the text.

Studying Language

~ Revise the double letter words in the text by asking the children to locate words with specific double letters; for example: Find a word that has double 'oo'.



- ~ Reread the text as an oral cloze, stopping at the rhyming words for the children to complete the sentence. List some of the rhyming words and notice which have a similar letter pattern (play, day; shout, out; about, out; pout, out; hot, lot; meow, bow-wow) and which have a different letter pattern (moo, do; you, stew).
- ~ Discuss the punctuation in the text. Ask the children to name the end marks—full stops, question marks, exclamation marks.
- ~ Ask the children to find the contractions in the text. Ask them to use two words in place of the contraction.
- ~ Discuss the punctuation indicating direct speech.
- ~ Explain that some apostrophes are used to show ownership; for example, pig's, horse's.
- ~ Discuss the words in the text that describe things. Some children might remember that these are adjectives. Ask the children to locate some of these words; for example: happy, bright, sunny, merry, whiskered, wise, old, big, heavy, hot.

Independent Work

At the conclusion of the session the children could complete **BLM 12** to consolidate the work on descriptive words.

Guided Writing

Jointly construct the recipe for the stew in a procedural format; for example:

You will need:

a big, heavy pot
a spoon
a pig's oink-oink
a cat's meow
a horse's neigh
a dog's bow-wow

Step 1

Put the oink, meow, neigh and bow-wow in the pot.

Step 2

Stir well with the spoon.

Step 3

Pour into Bella's bowl.

DAY 3

Reading the Text

- ~ Encourage the children to talk about the book, retell the story and discuss any features they found interesting.
- ~ Allow them time to read the book independently.

Studying Language

- ~ Use flashcards for individual word matching. High-frequency words or descriptive words could be the focus for this activity.
- ~ Revise the other language features—rhyming words, double letters, punctuation.

Independent Writing

List the descriptive words from the text and invite the children to add other descriptive words (adjectives) to the list. Model a sentence using one or more of these and ask the children to write some sentences of their own.

Bella Lost Her Moo

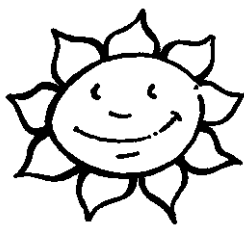
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Choose one of the double letter patterns to complete these words.

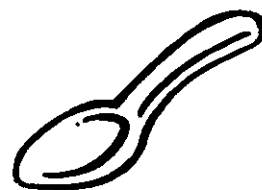
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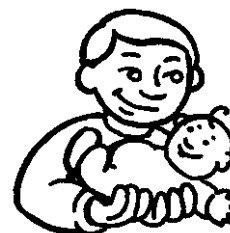
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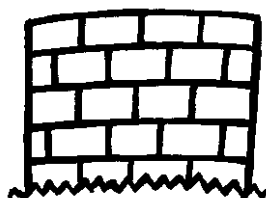
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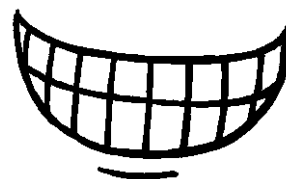
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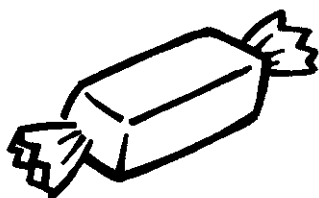
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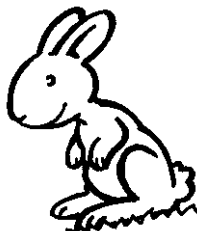
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Bella Lost Her Moo

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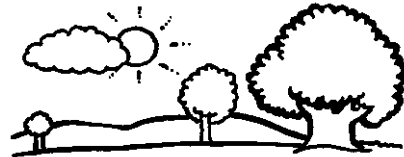
Choose from these words to complete the sentences.

happy	hot	heavy	wise	whiskered
sunny	big	sore	old	

Bella was a _____ cow.



It was a _____ day.



The pig had a _____ snout.



They asked the _____, _____ owl.



They got a _____, _____ pot.



They put in some _____ water.



Bella had a _____ throat.

